



INSideCorrections

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Indiana Department of Correction Employee Newsletter



From the Commissioner

Edwin G. Buss

I began my career with the Indiana Department of Correction (IDOC), like most, as a correctional officer. While climbing the ranks as a uniformed officer and then moving into administration, I saw many colleagues face a personal crisis. Some suffered the loss of a family member or colleague; others lost their home and sometimes everything but the clothes on their backs in a fire or flood. In years past, when correctional staff members were displaced from their homes due to natural disasters, we sought relief from an out-of-state correctional foundation. However, being a national foundation, resources were often limited. I felt that an Indiana-based organization would better provide the necessary assistance to our staff in difficult times.

Before coming to the IDOC, I had the honor of serving in the United States Army. The army and other branches of the military have an emergency assistance organization dedicated to taking care of Soldiers and their families by providing financial assistance in times of need. The Army Emergency Relief fund provides better morale and welfare for soldiers, knowing that if a crisis occurs help will be there. I often thought how beneficial it would be for the IDOC to have a similar organization for our staff. When I became Commissioner in August 2008, I made it one of my top

priorities to create that organization I had imagined.

I reached out to IDOC staff and outside the agency to see what we could do to create our own fund that would be responsive to the needs of the employees of the Indiana Department of Correction. I was proud of how quickly many IDOC leaders and staff stepped forward to help create the Indiana Correctional Peace Officer Fund (ICPOF) and its parent not-for-profit corporation. This was not an easy process and required tedious work. During the 2009 Legislative session, I called upon lawmakers to introduce a new law within Indiana's Correctional Code to create such a fund. Lawmakers recognized the key role correctional employees have in preserving public safety. The General Assembly unanimously supported the creation of the Indiana Correctional Peace Officer Fund. On May 6, 2009 Governor Mitch Daniels signed HEA 1132 into law, creating the ICPOF.

Less than one year after I became Commissioner, the ICPOF was established to assist IDOC employees and their families, not only in times of natural disaster, but through other hardships as well. As an agency, we have made great progress over the last two years, and this is one accomplishment I am especially proud of.

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The Department's Vision and Mission Statement

VISION

As the model of public safety, the Indiana Department of Correction returns productive citizens to our communities and supports a culture of inspiration, collaboration, and achievement.

MISSION

The Indiana Department of Correction advances public safety and successful re-entry through dynamic supervision, programming, and partnerships.



Re-examining Corrections in Indiana

By: Randy Koester, Deputy Commissioner of Re-Entry

In many ways, Indiana is leading the nation in its correctional practices. Awards have been won for the innovative CLIFF (Clean Lifestyle is Freedom Forever) and PLUS (The Purposeful Living Units Serve) programs. Incarceration with a Purpose and Community Corrections are both growing, offering offenders the opportunity to earn their way home through evidence-based rehabilitative programming. Indiana is one of only three states that received the five-year grant that funds the Prevention and Relationship Enhancement Program (PREP) program; of those states, Indiana's program is by far the largest. Indiana also has the largest U.S. Department of Labor prison-based apprenticeship program in the country. These are just a few of the ways that Indiana is a national pacesetter.

Unfortunately, not all the ways Indiana leads the nation in its correctional practices are positive. According to a recent study by the PEW Center

on the States, in 2009, no State in the Union had a higher increase in its incarceration rate than the Hoosier state. While 27 other states decreased their prison population, Indiana's grew by over five percent, or almost 1500 prisoners.

In an effort not only to better utilize State funds, but also to improve services and promote sound public safety policy, Indiana is partnering with the PEW Center on the States, the Council of State Governments (CSG), and the National Governors Association (NGA) to review current sentencing policy. There are several goals for this process, but the overarching one is to ensure enough capacity for dangerous criminals while providing evidence-based best practices for rehabilitating non-violent offenders who pose little public safety risk. Those participating in the PEW partnership will work hand-in-hand

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Till Death Do Us Part... Celebrating Your Colleagues Today

By: Daniel G. Ronay, Chief of Staff

This past summer was a wonderful one – weather wise. Operationally, throughout the state the Agency acquitted itself admirably without major incident, thanks to the thousands of professional dedicated correctional staff at our facilities. While other jurisdictions struggled with overflowing prison populations, releasing inmates early, laying off staff, and closing prisons, the DOC faced these challenges head on and continued our mission to improve the level of correctional services we provide to Indiana.

Sadly however, our Department lost many fine staff due to injury or illness, well before their time or their prime.

As I crisscrossed the state to speak at, attend, or pay both the Agency's and my personal respects to our fallen comrades, I was very proud of the outpouring of fellow staff in attendance, paying tribute to a colleague and easing the pain of those family and friends left behind.

We spend the majority of our lives at work with our co-workers. Through this time together, relationships are formed, even if those relationships consist of merely saying hello as you pass by one another each morning. Oftentimes however, deeply enriching relationships are formed in

A simple acknowledgement – a thank you – a kind word – or backing up a partner when needed is normally all that is necessary to make someone's day.

the workplace, especially in a profession such as ours that requires partnership. Dealing with the loss of a colleague or friend is a difficult experience under any circumstances. The Department offers our staff support when we struggle to cope with such loss, through our Critical Incident Stress Management (CISM) teams. CISM gives staff the opportunity to receive peer support in their grief. Our facilities' Agency Chaplains are also available for further support, guidance and counseling.

It is amazing how America and Americans come together in times of crisis, and the IDOC is no exception to this. It is just as amazing how quickly America and Americans disengage from one another and go their separate ways when no crisis exists, and once again, the IDOC is no exception to this as well.

What was painfully obvious at most services was how many individual lives the fallen comrade had touched. Dozens of funerals realized over 500 in attendance. The composite of the crowd showed how diverse and giving our fellow staff actually are.

From family, friends, and co-workers to spiritual advisors, military members, motorcycle groups, educators, the Masons, and the Elks, many of our staff are not "just" state employees

and not just the person we see them as every day at work. The majority of our staff have many interests, many dreams, and many accomplishments that we are not aware of. This brings me to the impetus of my writing. Let's not wait to remember one another in eulogy. Let's not wait to extol one's virtues and contributions while they lay in repose. There are many ways we can celebrate one another in the present.

A simple acknowledgement – a thank you – a kind word – or backing up a partner when needed is normally all that is necessary to make someone's day. As we attempt to move towards a better culture and work environment, the simplest niceties should become commonplace.

Yes, we have promotions, awards, commissioner's coins and cash spot bonuses to recognize our staff, but the acknowledgement, acceptance and respect of one's colleagues and peers goes well above and beyond any of these tangible rewards. Together, we must celebrate each other's individual successes and our successes as an Agency.

Thank someone today who has helped you, let others know how much they are appreciated and why. Take a few moments to acknowledge someone you respect and admire. Notice and comment on a fellow employees contributions and achievements; celebrate all successes; both large and small. Just maybe these seemingly small acts of kindness will become contagious and make our work and our environment that much better. Please don't wait until it is too late. ■

Repairing the Harm, A Victim's Journey: Restorative Justice at IREF

By: Derrick Franke, M.A. Restorative Justice Coordinator, Indianapolis Re-Entry Educational Facility



Mary remembers the phone call as if it were yesterday. “There’s been an accident.” Her daughter April, nurse and new mother, had just been struck broadside by another driver, killing her instantly. The word itself, accident, still bothers Mary now – almost five years later. It would be discovered soon after her daughter died that the 18-year-old driving the other vehicle was not only barreling along that country road at over 95 mph, he was also under the influence of narcotics at the time. “What happened that day was not an accident, it was a crash,” Mary insists.

Enter police, detectives, prosecutors, judges; a never-ending litany of legal headaches. Attending every hearing, completing every victim-impact report, Mary ended up receiving everything she’d asked from the judge. “I was shocked...the judge even went beyond what I had requested in terms of the sentence.” But looking back on it now, Mary will tell you the court process did little to help her healing process. “Yes, I was satisfied with the outcome, but I wasn’t satisfied with the process...[the

offender] wouldn’t even look at me in court, he sat there with his head down, joking with his father. He said he was sorry, but it was sorry that he’d got caught, not sorry for what he did...I wanted to kill him.”

The State of Indiana had exacted its punishment (vehicular manslaughter, 8 years). Justice was done, but not to Mary.

“I needed answers, why did he do it, how fast was he going, what was he thinking? I needed to look him in the eye and make sure he realized what he took from me. It wasn’t just that he ran a stop sign and happened to kill someone...I lost everything, my daughter, my job, my house, my husband...my life. The pain and the anger were consuming, and I needed to confront him.” Almost four years after the incident, Mary was finally given the chance.

She remembers getting the phone call at work, and seeing ‘Plainfield Re-entry Educational Facility’ on the caller ID. “I almost didn’t answer the phone,” Mary says, fearing it was the offender calling. “But it was Derrick Franke, the coordinator for Restorative Justice. He explained the program – it would be a structured face-to-face meeting at the facility, with a trained facilitator, designed to give me a chance to have my say and to hold the offender accountable to the people he had harmed. After meeting with me at my office later that day and explaining the process in more detail, I realized that this was what I needed to do.”

Mary still finds it hard to explain the personal transformation she experienced the day of the Restorative Justice meeting. “I’m still surprised, thinking back on it, how a two-hour conference could have such an impact on me. For the first time, I saw that he was sorry for what he’d done... not just that he’d got caught. Coming into it, I was nervous. I didn’t know how he would respond – if he’d just sit there with his head down like in court.” But right away, Mary could tell that he was sincere. “He looked me in the eye, he answered my questions, and he looked at the pictures I brought of my daughter and of the crash.” And he cried, which Mary remembers vividly. “It wasn’t just those crocodile tears you see sometimes...these were genuine tears. He kept saying to himself, under his breath, keep it together. That was the first time I believed he actually understood what he had done.” And so did Mary’s friend Lisa who came to the meeting for support. “Lisa was very skeptical about all of this before the meeting, but agreed to come support me. She was surprised how well it went, and how sincere the offender was.”

Lisa, along with Mary’s other friends and family members have seen the changes in her since the conference. “I felt just about every emotion you could imagine during that meeting” Mary says, but when it was all over she remembers feeling just one, “peace.” That night was “the first night in over 3 years that I slept all the way through the night.” And though practitioners of Restorative Justice hesitate to use words like ‘closure’ and ‘forgiveness,’ Mary doesn’t. “That was the closure, the emotional closure, I

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Repairing the Harm, A Victim's Journey Restorative Justice at IREF

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needed. I don't eat, live, and breathe the offender anymore. I don't have the anger that was killing me. I'm an all around happier person, I'm active now, and people have noticed that. I think everyone should have the opportunity to do this." And she truly believes it helped the offender as well. "I told him in the meeting that I forgave him, and I think he was finally able to forgive himself too."

Mary's is just one of many stories of redemption, healing, and personal accountability that have occurred through face-to-face restorative conferencing, an innovative new program in the Department. Starting at PREF in January of 2008 under the direction of Mike Lloyd and Mia Black, and continuing at the Indianapolis Re-Entry Educational Facility (IREF), nearly 200 people have participated in over 60 victim/offender conferences. Results have been overwhelmingly positive for residents, victims and family members alike. All conferences take participants through three phases: what happened, how people were affected, and what needs to be done to make things right. But not all conferences involve a direct victim – drug offenders, for instance, may not fully realize the consequences of their actions. "I always thought that it was just me that was suffering," one resident said. "I'm doing the time, I'm the one locked up. But during that conference I saw that my family was doing the time right along with me. I didn't know how much I'd affected them."

Many residents who have been through Restorative Justice understand the importance of repairing damaged relationships before they get out. "I've been in all sorts of treatment programs since I've been locked up – substance abuse, education, vocational programs – and yeah, some of them have helped," said one resident. "But having a job, being

clean, going to school...those aren't going to mean anything if I don't have a support system when I get out. Since that Restorative Justice meeting, I know what I need to do to earn back their trust."

Restorative Justice Philosophy

DYS Executive Director Michael Dempsey's article in the March issue of INside Corrections explains that the Restorative Justice philosophy starts with the idea that crime is harm. Crime harms people, relationships, and the community, and offenders have a responsibility to make things right. Traditionally, few opportunities have existed for offenders to be held accountable to individuals they have harmed, to repair damaged relationships, to gain empathy, or to give back to the community. Likewise, victims' needs have received little attention in the justice process. A shift in philosophy at the Division of

Youth Services toward the Balanced and Restorative Justice Model, along with programs like face-to-face conferencing at IREF, is setting the Department on track to become a national leader in evidence-based corrections practices. Face-to-face restorative conferencing will soon be expanding beyond IREF to the Pendleton complex, where select staff will be trained in facilitation techniques. At Pendleton, Restorative Justice will not only address offenders' previous offenses. Conferences will also be used as a regulatory tool in response to facility infractions. This will ultimately provide opportunities for restoration between offenders and victims, offenders and their families, offenders and the community, and offenders and staff. Creating safer prison environments and safer communities through accountability, repair, and redemption – this is the restorative justice vision. ■



Saving Lives: Professor's Shakespeare Program Works with 'Worst of the Worst'

By: Jennifer Sicking, Assistant Director of Media Relations, Indiana State University (reprinted with permission)

Seven years ago Laura Bates walked into Wabash Valley Correctional Facility's segregated housing unit and began knocking on inmate's metal cell doors. "Hi. Would you like to read Shakespeare?" she asked. Those knocks by Indiana State University's associate professor of English led to a one-of-a-kind program. "We are the only Shakespeare program in the segregated unit in solitary confinement anywhere in the world," Bates said. "Never before attempted. Seven years later, never duplicated either."



Laura Bates, ISU associate professor of English, teaches Shakespeare in the segregated housing unit at Wabash Valley Correctional Facility. Bates' project at the prison has attracted international attention.

Though Bates laughs as she makes that comment, the work takes place in an area that couldn't be more serious. Segregated housing is a prison's prison for what those in corrections call "the worst of the worst" prisoners, those who have committed violent offenses while in prison.

"These are men who are maximum security offenders who often times haven't had any real challenges in their lives that have really taxed them to not only think, but be

creative in their thinking," said Jack Hendrix, assistant superintendent at Wabash Valley Correctional Facility. Combining study of Shakespeare with intellectual challenges like rewriting Shakespeare's plays allows the prisoners to be creative, he said. "Consequently, it makes Shakespeare a little more interesting to them, not to mention that it does allow them to really put forth a lot of other talents that otherwise would go unchecked," he said.

Bates meets with the prisoners individually, but also has group sessions in solitary confinement. "Yeah, I know it sounds like an oxymoron," she said. "We have group work in segregation." Two officers escort each man into an individual cell in a separate unit inside segregated housing. Bates sits in a small hallway between eight individual cells with the imprisoned men sitting behind metal doors peering, talking and listening through open rectangular cuff ports. "It's a very bizarre, very bizarre way to have a Shakespeare class," Bates said.

Danjo Graziano was one of the prisoners who peered at Dr. Bates through the cuff port to discuss Shakespeare.

"Six years in a box," said Danjo Graziano, a Wabash Valley Correctional Facility prisoner of his time in segregation. "You live in your bathroom for six years. You can lose your mind after awhile." Graziano credits Bates and Shakespeare with changing his life. "When Shakespeare was introduced to me, I was at that point where I was on the fence about things. I didn't know which way I wanted to go," he said. "Dr. Bates

saved my life because I was on the border of losing my mind."

Bates said another inmate told her that Shakespeare saved his life as he had contemplated suicide. "Shakespeare can save an individual life. Shakespeare can stop a convicted killer from killing again," she said. "I've seen that happen more than once. That is our explicit focus for working with the worst of the worst, the most violent prisoners in the state of Indiana. We look at Shakespeare's, what I call, criminal tragedies. We look at the various reasons that these characters commit murder and then we examine and really question these characters' motives at the same time bringing it back to the prisoners own motives."

That focus on changing lives came after one prisoner approached Bates about recreating his experience with Shakespeare in which by analyzing the characters' motives he reexamined his own motives. "It was always with an eye toward finding alternatives to criminal thinking patterns, in other words really behavior modification, making yourself a better person," Bates said. "That's really been the guiding principle ever since the beginning of the program."

In studying "Macbeth," prisoners focused on why a person shouldn't kill others. With "Hamlet," they changed the ending so that Hamlet does not kill and called the version, "To Revenge or Not to Revenge." They adapted "Romeo and Juliet" to focus on teenage violence. Most recently, they studied "Taming of the

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Saving Lives: Professor's Shakespeare Program Works with 'Worst of the Worst'

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Offenders at WVC, perform an adaptation of "Taming of the Shrew," which was written by offenders in the segregated housing unit.

Shrew" and in their adaptation, Kate became a victim of domestic abuse. "We've chosen to look at the plight of women in a man's world," the narrator informed a select audience at the recent performance.

In looking at that plight, Bates involved women incarcerated at the Rockville Correctional Facility who had suffered domestic abuse. The women wrote about their experiences for the men to incorporate in the play. "It was confidential among all the prisoners," Bates said. "They didn't know who else was working on this project."

But it was a project that touched both the men and women involved. At the beginning of the project, Bates read to the women a collaborative statement from the men, including, "Sister, whatever you suffered you have to know it wasn't your fault, you don't deserve that. Can you help us men come to an understanding of what this is about, please?" In response, Bates said, "They cried." Then, when the women's stories were read to the men, Bates said "they were shaken, they were visibly shaken by that."

Caitlin Stuckey, a 2010 ISU alumna and ISU English adjunct, helped with

writing and editing the script along with Kate's speech at the end of the play when she tells what the years of abuse have done to her. "They really bring a lot to the table in terms of their interpretations of it," she said of the prisoners work on the script. "Without that literature background, their interpretations are on just their own experiences in life."

Prisoners in segregated housing rewrite the plays, but due to their circumstances are unable to perform the plays. "That opened then the idea that we could find other prisoners who could move, that weren't shackled, that weren't in little boxes and they volunteered then to perform the works written by the segregated authors," Bates said. Those productions, for family and friends, are filmed and shown throughout the facility.

"That had a nice side benefit that the prison, which houses, 2,200 maximum security prisoners, were being introduced to Shakespeare through this very much prisoner-mediated kind of medium," Bates said. This year, the cast of "Taming of the Shrew" also performed twice for inmates held at Wabash Valley.

Jon Omstead, who portrayed Kate in one production, said he hoped that men would rethink their previous behavior toward women. He also hoped it would help the women who had been abused. "I hope that it was maybe cathartic for the women who wrote at Rockville," he said. "I think that's important to be able to get their voice out there and to maybe unload some of the emotions some of the pent-up frustrations they've felt over the years." Omstead has acted in different productions, including "Romeo and Juliet," "Henry V" and "Taming of the Shrew." "I've also been

in segregation and I know there's very little back there that's intellectually stimulating and you just sit and you stew and it's not a very mentally healthy place to be," he said. "I just figured that anything I could do that would just maybe bring a smile to some guy's life back there and have him have a better day, then I just decided it was a good thing."

But since then his involvement in the Shakespeare program morphed into something else for him. Omstead said sometimes the Shakespeare lessons have become group therapy sessions and that through those lessons he and the other prisoners have grown as men. "It's finding your humanity instead of acting out and just living in a cage and being told what to do all the time. You revert back to an animalistic, primitive type of behavior," he said. "These programs here keep you grounded." That finding of humanity and remaining grounded are important to Omstead, although he said he can understand people's thinking prisoners should be left in their cells without education or programs. "But when you do that to a guy, it's unhealthy," he said. "If he already has problems going into prison, they're only going to get worse if you do that. And then he's eventually going to come back out and he's going to come back out a very bad person."

The program also positively affects the prisoners locked in segregated housing. "To date, we've worked with over 200 prisoners and the only way that I can really document the success that I've mentioned is I can look at their conduct history in prison because that is what brings them into the seg unit prison, not violence on the street," Bates said. "We've not had any sort of violent incident to date by anyone who's in the program." ■



The Miami Correctional Facility's Miami Accessible Media Project (MAMP) has come a long way since its beginning just two years ago.

MAMP began as a collaborative effort between the Indiana Department of Correction Industries Division PEN Products, the Indiana Department of Education, Center for Exceptional Learners and the Indiana School for the Blind and Visually Impaired. When it began in 2008 there were 20 offenders working in the program. Today it has doubled in size, in space and employment, and continues to fill the gaps of the education system for those who have disabilities.

Formerly known as the Miami Braille Project, the Miami Accessible Media Project provides quality, low-cost Braille, large print and PDF textbooks to Indiana's sight-impaired and blind students in grades K-12. MAMP is the only program in the state that produces these specialized formats. Today, all the offenders in the program are licensed through the Library of Congress as Braille transcribers, and a few are working toward more advanced certificates in music transcription and math, science and chemistry transcription.

As the program grows, it continues to break new ground. The shop has added an area where offenders convert text books into Digital Talking Books (DTB), which can be accessed digitally by school districts from the Indiana Center of Accessible Materials. One of the most exciting

Miami Accessible Media Project

By: Ann Hubbard, Community Involvement Coordinator, Miami Correctional Facility

divisions of the program right now is the Accessible Media division. "This has not really been done before. We are the first offender-led program of this type in the country that we know of," said MAMP Director Robert Eutz. According to Eutz, electronic books outsold paper books last year and the market is growing. "We're at the forefront of this type of work."



Offenders who participate in the Accessible Media shop are required to have a certain skill set, including knowledge of computers. Most of the offenders are college graduates or attending college. "They have to have the ability to get along with others, and be able to work independently as well as in a group," Eutz said. Because of the complexity of the job, there are holds put on offenders to stay at Miami at least until they are within a year or so of release. "If they were going in and out, it would not work." Eutz said he encourages cross-training in all the fields. While they may be hired for one job, he allows them to take time at the end of the day to learn some of the other skills.

To get the program started, several people have come in to teach the offenders, but they've also done a lot of learning on their own. "Most of us taught each other," Offender Michael Christianson said of the job. Christianson has worked in the DTB

division since it began in January. "The nice thing about the opportunity we have here is there is a lot you have to learn," Christianson said. "I see it as extremely valuable." He also sees a lot of potential with what he's doing.

Offender William Carpenter spends his days in the Miami Accessible Media Project creating graphics that can be "seen" and felt by the visually-impaired student. Using cardboard, Velcro, gauze, string, textured paper, cloth material, some glue and about anything else he can find that will create a pattern and texture to fit his needs, he creates graphics that are more than just a few raised bumps on a page.



Offender William Carpenter works on a graphic template for the Miami Accessible Media Project.

"I'm not an artist, I like to play at creating things," Carpenter said. Carpenter is a certified transcriber through the Library of Congress and has worked in the Braille program since its beginning. Cutting out shapes, and images from beveled paper and a variety of mediums, he turns what was once a colorful flat image into a raised image. Most recently, he made a flat "three-dimensional" train template, identifying different parts of it by different textures.

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Offender Donald Jones used his background in the PEN Embroidery shop to come up with another way to make graphic templates that are more sustainable than anything currently on the market. "According to the graphic arts trainers, no one in the country is doing this," Jones said. "It opens up many, many more things that can be done if we have the opportunity."

While the job is hard work, the men working in this shop have a lot of hope for their future. Much of that hopeful feeling stems from the knowledge that at least one offender

who has been released from prison is making his living through the Braille Transcription service, Eutz said. "It's given the current offenders working in the program hope for their own futures."

The released offender is working while on parole in the South Bend area from home transcribing music books for the Michigan Department of Education. "The early rhetoric is manifesting itself as being the truth," Eutz said of what was touted when the Braille program first began.

Eutz is also much of the reason for that hope. While diligence to security is a must in a prison setting, Eutz gives the offenders freedom to explore. He maintains a zero tolerance policy in breaking the rules, while at the same time, allowing the offenders to come up with innovative ways to solve problems that arise.

Christianson added the offenders feel the trust that Eutz gives them in doing their jobs. "I feel proud to work with these guys. There is a sense of pride here."

For the offenders and for the K-12 students outside the prison walls, this work is filling the gaps. The sign on the wall in the Braille transcription area says it all. "Teaching skills, Transcribing books, Changing lives."

The program was recently awarded \$726,450 under the Second Chance Act Technology Careers Training Demonstration Projects for Incarcerated Adults and Juveniles Grant. This one-year project will expand the depth of training capabilities in the current Braille transcription certification program at MCF, and add a post-release component to provide transition services, including small business and self-employment mentoring assistance, through non-profit collaborations. MAMP Director Eutz explains, "Through this grant, we can bring more expert trainers in to teach new things, taking us to a new level in accessible media production. Entrepreneurship is a possibility now." "It will give former offenders the ability to network and attend workshops and other educational opportunities to continue their education. It can match them to a mentor upon their release and give them a sense of belonging within a community that many of these men have never had before," Eutz concluded. ■

PEN Products Launches INTouch Catalog

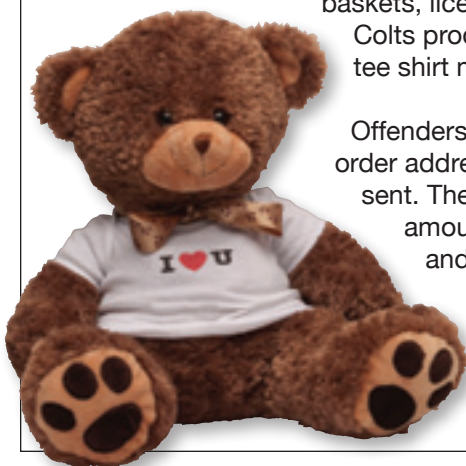
By: Becky Deeb, New Enterprise Development Manager, PEN Products

On October 25, the PEN Products Commissary division launched a catalog for offenders to send gifts to their family, friends and loved ones. The 16 page catalog has been distributed to the Miami Correctional Facility and the Rockville Correctional Facility as a test. The other facilities will be rolled out soon with the second phase of the catalog introduction.

The gifts include products for boys, girls, men and women and include toys, games, bath products, chocolates, silk flowers, snack baskets, licensed collegiate and Colts products, as well as teddy bears with a tee shirt message.

Offenders complete a scan sheet for each order address and select their gift items to be sent. The Commissary operation deducts the amount from the offender's trust account and ships the order to the recipient.

Thirty-five (35) items are offered and the prices which include shipping range from \$9.56 to \$28.89. ■



Award Winning Boy Scout Troop #1888 Races Forward at Pendleton Juvenile

By: Mark Stevenson, Recreation Leader, Pendleton Juvenile Correctional Facility

A banquet is being held in honor of the volunteers of the facility. A young man in a Boy Scout uniform enters and moves to the front of the room. He stands in front of the microphone and thanks all the volunteers who have helped throughout the year. He tells them of the support he and his peers get from their efforts and the inspiration everyone receives from the volunteers. The young man is speaking as part of his speech requirements for a Merit Badge as a Boy Scout. What makes this unusual is the location of the banquet. The banquet is at the Pendleton Juvenile Correctional Facility (PNJCF) with the facility Boy Scout Troop #1888. After the speech, the troop enters the room and performs a Thank you Skit for all the volunteers at the facility.

"I didn't know they had Boy Scouts in juvenile correctional facilities", is a common statement by most on learning about Troop #1888. According to Pendleton Juvenile Superintendent Linda Commons, "There were many who did not believe a scout program could be successful in a correctional setting. This troop is proof that not only can it be done but in doing so, lives have been changed." This may seem to be a peculiar place for a Boy Scout troop but the truth is that the Troop #1888 is a model program for other facilities for at risk juveniles and one of the more active troops in the Country.

Located in Pendleton, Indiana, the Troop consists of 20 Boy Scout members selected by Scoutmaster Mark Stevenson. "It is important that the students at the facility show the desire and behavior to become a Boy Scout," states Mr. Stevenson,

who monitors and assesses the students as he works at the facility as a recreation leader. "The Boy Scouts brings a character building program which promotes higher self esteem. It is a privilege not only for me to be part of the Boy Scouts of America as a Scoutmaster but for the young men that are part of Troop #1888." The Scout Troop is very popular and has a long waiting list for future recruits. The program is so popular that Stevenson adds, "If I walked through the facility today, I would be asked by several young men if they could join."

The Scouts at the facility are given opportunities to be positive role models both inside the facility and in the community. The Scouts collect Pop Tabs for the Ronald McDonald House at Riley Children's Hospital and recycle pop cans from the facility visiting room to help offset the expenses of the Troop. They also help collect Box Tops for Education which supports the educational programs at the facility.

"Scouting helps with leadership qualities and self worth as too often these kids have low self-esteem and being in Boy Scouts shows them how to use teamwork", says Elery Dixon Recreation Coordinator of the facility.

Superintendent Linda Commons adds, "The youth in our scout program are in a juvenile correctional facility where they are learning through restorative justice to be accountable for the mistakes they have made. Through the scouting program the youth are also learning to be a better citizen and how to better serve their community in a positive way."



Recently, the Troop received the Centennial Quality Award, which recognizes troops for achieving excellence in providing a quality program to a growing youth population in America at all levels of the Boy Scouts of America.

During the recent Space Derby and Spring Camp-in, Senior District Executive Matt Bender of the Sakima District said, "I saw a great amount of cooperation, teamwork and the qualities that Scouting teaches within your Scouts. This is a great Boy Scout program." During this activity, the Scouts constructed their own space ships to race and participated in an egg hunt and other experiential and team activities. The Scouts spent the night in the gym as part of the Camp-in, sleeping in their individual sleeping bags. As one of the Scouts said, "It feels good to get away from the negativity and do something positive." The Scouts have a Camp-out in the fall in the recreation field complete with a campfire while roasting hot dogs and s'mores over the open fire. Superintendent Commons adds, "Boys who have never camped out learned how put up a tent and had the opportunity to sit around a camp fire and talk with adults about positive pro-social activities and are now able to reflect on the importance of doing just this type of activity."

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Pendleton Correctional Facility College Student Receives Academic Honor

By: Neil Potter, Public Information Officer, Pendleton Correctional Facility

Superintendent Alan Finnan reports that an offender at the Pendleton Correctional Facility was recently recognized for a research paper completed in connection with the offender's studies in the Ball State University Program offered on-site at the facility.

dedicated to accomplishing their goal of attaining a college degree," expressed Ms. Hicks. "The students know they have an opportunity to change their life and make a difference in society when they are released." ■



According to Superintendent Finnan, Offender Michael Albrecht presented a research paper for a "History of the Cold War" class instructed by Ball State History Professor Dr. James K. Danglade. Based on the high academic quality of the paper entitled "The Cold Shoulder That Started the Cold War," Dr. Danglade submitted the paper for consideration by the selection panel for the Thirteenth Annual Ball State University Student History Conference. Dr. Danglade reports that the paper was selected by the panel for reading at the conference by the chair of the History Department from the University of Western Ontario in Canada. The conference took place on February 26, 2010 at the L.A. Pittenger Student Center located on the Ball State University Campus.

"This was a very competitive process with papers submitted from graduate and undergraduate students from colleges and universities from all over Indiana," said Dr. Danglade. "The comments on the quality of the paper by the presenter and the conference audience were extremely positive.

Facility Education Supervisor Evelyn Pierce Hicks indicated that the PCF Education Department is very proud of Mr. Albrecht's accomplishment and that it is a true testament to the professors and staff involved in the program. "Our students are

Award Winning Boy Scout Troop #1888 Races Forward at Pendleton Juvenile

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Merit Badges are part of the curriculum of the Scouts. The Scouts receive a certificate when merit badge requirements are met. The Merit Badge requirements have been accommodated in some ways to meet the rules of the facility. Some of the merit badges earned by the Scouts include Reading, Painting, Art, Citizenship in the Community, Traffic Safety, Public Speaking, Personal Fitness, Music and Scholarship. Music is the newest of the badges for the troop as some of the members of the troop are learning how to read music while playing flute recorders. One of the Scouts played a song during the Thank you Skit for the volunteers. "Playing the recorder

in front of the audience, was much harder than I thought", said the Scout. Having the Scouts in front of an audience is something that Stevenson reinforces for the students. "Most of the young men have never been in front of an audience to perform or speak so this is a big step for them to improve their self esteem," says Stevenson.

Making a difference in the lives of the young men at Pendleton Juvenile is what the Boy Scouts of America brings to each youth involved. As Superintendent Linda Commons says, "The Scouting program at PNJCF has provided a unique opportunity for our youth to experience leadership, mentoring, outdoors and skill building activities that they never knew existed. During an event at PNJCF one of the boys commented that when he had a son, the scouts would be part of his life. We cannot underestimate the difference our scout program has made for the youth in our program." ■

Evidence-Based Practices

By: Tammy O'Neill, Director Porter County PACT

The inclusion of evidence-based practices (EBP) is a requirement of funding for many grants, including Community Corrections Act Funds. To date, most practitioners have learned the basic EBP verbiage, and have learned to incorporate references of EBP within program descriptions and grants. I often wonder to what extent does the description we offer in our grant applications match who we are in practice...and, how do we know?

In an effort to gain understanding in EBP, and to meet the requirements of funding, Community Corrections agencies participate in professional development. Learning about the principles of EBP and participation in EBP-related trainings are necessary in our process of change. However, they represent only part of the process in becoming an evidence-based organization.

Our attempt to implement change is often thwarted due to a lack of adequate preparation and planning. In general, we have not yet learned how to implement successful integration of EBP. There is a tendency to overlook the part of the process that involves careful consideration of our organizational culture (including our readiness for change) and the implications of change on our program partners. For instance, how often do we consider whether a proposed change fits within our agency's mission? Do we routinely assess the impact of a proposed change on the program operation, staff and clients prior to initiating change? Have we evaluated our organization's capacity to implement change? Is our agency's organizational culture accepting of a new approach? Are agency partners aware and accepting of our proposed change? Do we have a plan to engage our partners? The Integrated Model,

which can be found on the National Institute of Corrections' website, helps us understand that becoming an evidence-based organization involves placing equal emphasis on the principles of evidence-based practice, organizational culture, and collaboration.

In addition, we must increase our knowledge of continuous quality assurance, program evaluation and other important facets of becoming an evidence-based organization. Fortunately for Indiana's corrections professionals, the Center for Evidence-Based Practice (CEBP), the Indiana Association of Community Corrections Act Counties (IACCAC), and Team Indiana have established as a priority, the commitment to assist agencies with the process of becoming evidence-based.

The CEBP, which is a collaborative project between the Indiana Department of Correction and Indiana University, was developed to facilitate the integration of research into practice, promoting effective services and increased professional competencies. The CEBP engages in research while also providing technical assistance and a clearing house website (cebp.indiana.edu).

To date, the Center for Evidence-Based Practice has offered two Learning Institutes, with another planned for September 2010. The Learning Institutes offer attendees EBP-related information relevant to our field. Additionally, the Learning Institute provides discussion-based workshops designed to facilitate interaction among colleagues, representatives from the Indiana Department of Correction and our partners in academia.

IACCAC's recent Spring Conference

engaged attendees in strategic planning. Dr. Al Long facilitated this planning process, assisting participants to identify priorities believed to be related to the association's continued relevancy and sustainability.

Commitment to the principles of EBP was among four key areas included in IACCAC's strategic plan. The EBP strategic planning group will address specific issues as expressed by participants during the planning process (i.e., implementation of EBP; understanding and assessing organizational culture (both internal and systemic); EBP leadership; program evaluation; public safety; and gaining stakeholder buy-in).

In addition to the above resources, agencies will continue to have access to professional development opportunities throughout the year. This is due, in large part, to the continued partnership and mutual commitment to the advancement of EBP between IACCAC and the Indiana Department of Correction.

In a grassroots, peer review initiative, Team Indiana conducts program assessments with Community Corrections agencies and accepts requests from Community Corrections Directors. The team uses the Correctional Program Assessment Inventory (CPAI)-2000 (Gendreau & Andrews, 2002), to assess the following eight dimensions of a correctional program: organizational culture; program implementation and maintenance; management and staff characteristics; client risk and needs practices; program characteristics; core correctional practices; inter-agency communication; and evaluation. This process is designed

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Read 180: Reading Intervention for Struggling Students

By: Jane Holaday, Teacher, Pendleton Juvenile Correctional Facility

Providence Junior-Senior High School at Pendleton Juvenile Correctional Facility is ready to begin using the Read 180 program. The program was inherited from the Soldiers and Sailors Home when it closed in 2009.

The Read 180 program is a multi-faceted intensive reading intervention system designed to help older struggling students improve reading skills in areas such as comprehension, phonics, fluency, vocabulary, spelling, writing, and grammar. The comprehensive program uses a combination of teaching methods, such as teacher-directed whole-group and differentiated small-group instruction, customized individual computer software instruction, and modeled and independent reading practice. It is also aligned with Indiana State Academic Standards.

The Read 180 program was developed, tested, and refined through scientific, research-based studies by Dr. Ted Hasselbring of Vanderbilt University and other distinguished researchers, committed teachers, and students for over twenty years. The program is constantly evolving and improving based on new information and research. International publishing company, Scholastic Inc. joined forces with creators of the program in 1999 and began publishing the Read 180 program, which is now used in hundreds of schools nationwide with impressive results for struggling readers. A Scholastic consultant has provided training, resources, and will continue to provide additional training and coaching support for effective long-term program implementation.

The program can be accommodated

to fit any school schedule. At Providence, middle school students will attend one 48 minute period daily. High school students will be attending two periods per day using Read 180's 90 minute rotation format. Students will meet in whole-group instruction with the teacher first, then three different small groups will rotate to various reading stations around the classroom for twenty minutes each. For instance, one group will leave whole-group instruction and rotate to the computer station for twenty minutes, then the independent reading station for twenty minutes, then to small-group instruction with the teacher for twenty minutes. The last ten minutes students again meet in a whole-group session with the teacher to review what they have learned through a variety of writing assignments. The rotation schedule fosters a learning environment that keeps students engaged and on the move, while providing a variety of learning methods to meet student needs.

The computer software program is customized to meet individual needs as well. Each student initially takes a computer test to determine the appropriate beginning reading level known as their lexile level. Students choose topics or literary genres that interest them so that their individualized program will be both personally interesting and academically challenging. Before reading, students watch short videos to establish background knowledge about reading topics. Mastery of content is established through adjusted levels of increasingly harder lessons as students acquire, practice, and demonstrate new knowledge in four different areas of learning:

reading, vocabulary, spelling, and grammar skills in context. The computer program also provides a variety of purposeful assessment and data collection reports measuring each child's progress in reading skills, which allows the teacher to identify areas of weakness and plan individual, corrective instruction during small group sessions.

The independent reading section allows students to choose a book that interests them from a wide variety of titles in the Read 180 library. A large poster in the classroom shows a list of Read 180 books available in each lexile reading level, so students can experience reading success at a level they can understand. Students can also choose to listen to an audio recording of a book instead, while silently reading along. The independent reading section is arranged to provide a comfortable area for students to relax in and concentrate on improving reading skills. The main idea is for students to think of reading as a pleasant experience, rather than a difficult task associated with schoolwork. As students' reading levels improve, lexile levels increase. Students will be able to access school library books according to lexile levels as well.

Dr. Susan Lockwood, Dr. Robert McKinney, and Reading Consultant Phyllis Dodd were instrumental in getting the program off the ground. Principal Steve White and Library Media Specialist John McDonald at Providence worked hard to transform a classroom into a viable Read 180 instructional system. I.O.T. employee Kevin Lentz has also put in many

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Pendleton Reformatory— Making Men; That's the Job

By: Nancy Noel, Pendleton Historical Museum (reprinted with permission)

September 13, 1923, eighty-seven years ago, The Pendleton Times front page was the all about the construction of the new Indiana Reformatory being constructed in Pendleton. The structure was built on a 1,000 acre farm—the idea being that the inmates could not only feed themselves but supply food to the state institutions in Indianapolis.



Indiana opened its first state prison in 1821 in Jeffersonville, followed in 1861 by one in Michigan City. Both prisons housed all offenders—regardless of age, sex, crime or sentence. In 1873 the Indiana Women's Prison opened in Indianapolis for women and girls. This set in motion the thinking that young men and first-time offenders should not be housed with repeat offenders. In 1897 the Jeffersonville State Prison became the Indiana Reformatory; it was to specifically house those young men and first-time offenders between the ages of 16 and 30, with the exception of those convicted of murder or sentenced to life terms. In 1918 a fire at the Jeffersonville Reformatory destroyed many of the structures.

Governor Warren T. McCray formed a commission to determine the location of the reformatory—rebuild

at Jeffersonville or find a new location. Eventually Pendleton was chosen as the location. It was more centrally located in the state and was close to existing roads and rail lines. Governor McCray sold the Jeffersonville property for more than its assessed value; he also got an offer of an additional \$50,000 if the

state surrendered the Jeffersonville property by September 15, 1923. Construction was started on the Pendleton Reformatory in 1922. A board of trustees was in charge of the work on the reformatory, which included Joseph Hennings of Anderson. The primary responsibility of the trustees was to build an institution with an "economy in maintenance, operation and at all times safe confinement." The trustees did an excellent job of keeping costs down. Of course, one reason is because much work was done by the reformatory prisoners, numbering around 150. The bricks used were manufactured at the farm. Construction was not without its difficulties. At one point there was a strike by the plumbers requesting 10 hours' pay for 8 hours work. (Their demand was not met.) So many buildings were being constructed that there was always a shortage of bricklayers. The trustees kept close supervision, though. All workmen were checked four times a day by the state to see that each worker went to work on time and did not quit ahead of time.

Using an on site 60-acre gravel pit, two large gravel washers were erected to



aid in construction. It was planned that they would be a permanent part of the reformatory; built to aid in construction but would also provide gravel for the building of state highways in the future.



During the time of the construction, 20 buildings were erected and a wall 30 feet high and a mile in length surrounding the buildings. The wall was built almost exclusively by the prisoners. The wall forms a square around the reformatory occupying 30 acres. There were two cell houses, each 300 feet long, forming most of the front wall. Behind these were the workshops and other buildings. The administration building was constructed in front.

Not all construction was completed by September of that year—it would be at least a year before all work was completed. Two industrial buildings were used to temporarily house the 500 prisoners being transferred from Jeffersonville to join the 150 already at work there. Those prisoners not needed for construction provided labor for the workshops making shirts, chairs, etc.

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Evidence-Based Practices

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to offer agencies feedback and suggestions regarding their EBP process.

It is important for us to remember that becoming evidence-based is an ongoing journey, one that continues to prompt change in each Community Corrections funded program. While this process of change can feel overwhelming, we have access to resources designed to equip us with the tools necessary to make this transition. In the end, becoming evidence-based provides us a credible approach to promoting community safety and the achievement of other important goals. ■

Pendleton Reformatory—Making Men; That's the Job

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The Legislature in 1923 provided \$2,000,000 to complete the reformatory. The trustees reported that \$1.88 of each \$100 collected in taxes that year, 1923, was spent to complete the reformatory. The total cost to build the reformatory was over three million dollars.

G. A. H. Shideler, first superintendent of the Indiana State Reformatory in Pendleton, made "Making Men; that's the Job" his motto upon the opening of the Pendleton Reformatory. The function of this new reformatory was to make men from young, first-time offenders. Superintendent Shideler stated the offenders worked through the week, "and then on Sunday morning, having had a shower bath, clean suit of underwear, hair combed, teeth cleaned and a breakfast of plain wholesome food, they are at



Chapel and it's an inspiration to hear a thousand boys singing: "Tell Mother I'll be There." (September 13, 1923, issue of The Pendleton Times)

Original windows from the reformatory along with other memorabilia can be found at the Pendleton Historical Museum. Open Saturdays and Sundays, May through October, from 1:00 p.m. to 5:00 p.m. ■



It is easy to picture in Indiana, a field, freshly cut and covered with bales of hay. What is a bit unusual is to see such a sight on the grounds of a maximum-security prison. The Wabash Valley Correctional Facility is working the land surrounding the prison, saving energy and improving efficiency in the process. Superintendent James Basinger said he is working in a joint venture project with PEN (Prison Enterprises Network) Products and the initial results

Hay Wabash Valley!

By: Rich Larsen, Public Information Officer, Wabash Valley Correctional Facility

are harvesting gold. \$2000 worth last year and perhaps double that in 2010. Wabash lets the grass grow in selected areas and when it's ready to cut PEN puts an area farmer to work on the baling process. The first cut yielded over 250 large round bales. Basinger anticipates that a second cutting of the fields later this summer will double our 09 harvest and increase the programs potential savings and environmental benefits.

The effort reduces facility fuel costs for mowing and wear and tear on equipment. Wabash Valley uses around 47.5 gallons of diesel fuel per mowing at the over 340 acres facility, sometimes mowing twice a week. The mowing season stretches from April through October and the fuel savings

potential alone are dramatic, over \$3,300! The Department of Correction receives one third of the bales harvested, which is sold to a local bio fuel company, which converts the hay into pellets. Superintendent Basinger said Wabash Valley is also planning on utilizing the hay to mix in with our compost material, reducing our cost of purchasing sawdust for this process. "We are not making a fortune but we have successfully turned a maintenance cost into a source of revenue," Basinger said. "Our program is cutting down on the use of fossil fuels and promoting alternative energy sources and we feel good about that," added the Superintendent. ■

C-TECH Program Offers New Opportunities for Students at Logansport

By: Mary Beth Stevens, Vocational Education Teacher, Logansport Juvenile Correction Facility

As students arrive at the Logansport Juvenile Correctional Facility Treatment Unit, academic placement tests are administered. Since the average age of the students at intake is over seventeen, most students are put on a dual track. They work towards obtaining high school credits, as well as preparing for the General Education Diploma (GED). This school year, the facility assisted 119 students in receiving a GED and issued approximately 850 high school credits. As students complete the GED program they are moved into the vocational area of the school.

In August 2009, Logansport Juvenile Correctional Facility (LJCF) began offering a new certification class through C-Tech, a certified communications program that provides entry level training. Students can obtain their certification in cable and fiber optics, which allows them to be qualified for jobs with any local telecommunication

company. This telecommunications program gives students a variety of employable skills, allowing them a great advantage over others applying for the same companies. Since the beginning of the class, the Cable/Fiber Optic Teacher has certified 120 students as network cabling / fiber optics specialists. Prior to their transition back into the community, each student then works with the Vocational Education Teacher and the Transition Specialist in designing their own business cards and resumes. Their resumes and cards are then printed on professional paper. This helps prepare the students as they enter the work force and gives them the confidence they need in order to be successful. Due to the popular demand of this certification, a second cabling and fiber optics class is being offered by an additional certified teacher.

In addition to working with the cable and fiber optics students, the vocational staff work with other 17

and 18 year old students prior to their release. The students are assisted with applying for jobs online using such resources as Snag a Job, Monster, Indiana Career Connect, Work One, Pro Resources and other various job search sites. Over the past three weeks, eight students have actually had job interview dates and times prior to their release. An additional seven students have obtained jobs. If the students qualify for vocational rehabilitation, the Vocational Education Teacher contacts the student's county to set up an appointment. The Transition Specialist keeps a spread sheet on the students that have responded with updates concerning their employment and education status.

While employment is always a high priority, many students are also choosing to pursue college. Any student with higher education aspirations is given the opportunity

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Read 180: Reading Intervention for Struggling Students

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hours helping John McDonald with Read 180 computer issues. Special thanks to Phyllis Dodd for her vision of the program and hands-on help to teacher Jane Holaday, making the Read 180 program a reality.

Recognition also goes to Superintendent Linda Commons for her foresight, encouragement, and support of the Read 180 program at PNJCF. Her support included personally helping in any way she could, including the reassignment of four substantial chairs needed

for the independent reading section of the classroom. At a recent staff meeting in May, Mrs. Commons told Providence teachers that she understood the vital importance of helping students at PNJCF improve their reading skills in order to prepare them for better academic and vocational opportunities for transition back into their communities. She is hoping that Providence will eventually have two Read 180 classrooms to accommodate the large number of students that typically arrive at the facility unable to read at grade level.

It is hoped that the new Read 180 program will enable students at PNJCF to make great strides in literacy, enabling them to effectively transition back into their communities with increased academic and vocational opportunities, as well as becoming life-long learners who choose to read for the sheer joy of it. The staff and students at Providence are excited and energized about this new and wonderful opportunity with the Read 180 program. Stay tuned for updates on our progress. ■

Re-examining Corrections in Indiana

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with the members of the Criminal Code Evaluation Commission established by the Indiana General Assembly during the 2009 Special Session. Together, they will review current sentencing policy in Indiana and compare it to correctional best practices and then propose changes to the General Assembly in the 2011 Session. It is hoped that changes will improve consistency of sentencing throughout the state, improve re-entry efforts and reduce correctional costs, freeing up funds for other important services such as education, child services, and infrastructure improvements. All proposed changes will be generated from the most up-to-date empirical data possible, to ensure best practices to promote public safety in the most cost-effective manner possible.

Current sentencing practices allow dramatic differences in penalties for similar crimes, depending upon the county in which the crime is committed. In one county, an offender may receive only probation for a crime, while a similar crime in another county may result in several years of incarceration. The proposed changes should help to make sentencing patterns more consistent so that similar crimes result in similar sentences in whatever county they are committed. Additionally, good time credit and time cut allowances can cause confusion regarding release dates. It is anticipated that proposed changes will help make it is easier for all criminal justice stakeholders—and the general public—to anticipate an approximate release date based on a given sentence.

An important aspect of promoting public safety is reducing the risk of released offenders returning to their previous criminal lifestyles. To this end, efforts will be made to establish programs proven to work at changing criminal thinking and antisocial lifestyles to more law-abiding and

pro-social behaviors. The partnership will look at what works and what does not work in Indiana, as well as in other states, to reduce recidivism. Some programs and policies will be able to be instituted within the Department without action from the General Assembly; others will need to be submitted to the General Assembly as suggested changes in law. One of the hopes of this partnership is to establish a continuing method of reviewing proposed criminal justice laws so that they can be determined to be cost-effective best practices before they are presented to lawmakers for consideration. This would provide a way for the General Assembly to make informed decisions based on empirical evidence rather than on the emotions of one or two hot-button incidents. While everyone wants to make criminals pay for the suffering they caused others, it is important to realize that unsound correctional practices can cause more harm than good, at great human cost to our communities, including offenders, their families, and their potential victims.

The costs are also very real financially. In addition to the \$20,000 per offender per year cost, there are additional expenses such as WIC (Women Infant Children) and welfare for families left without a provider, and revenue not generated by offenders incarcerated who could instead be working. Inflated correctional costs also shift limited State resources from other agencies that provide necessary services, including those such as education and child services that could play a role in reducing criminogenic risk factors for some people.

For every one person sent to prison, there are far-reaching effects touching countless lives. It is imperative for Indiana to review its sentencing process for all Hoosiers. The time is right for such a review, and the partnerships with PEW and CSG should greatly enhance the State's efforts to create the best possible sentencing structure for the benefit of all citizens of Indiana. ■

C-TECH Program Offers New Opportunities for Students at Logansport

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to apply to Ivy Tech Community College. Placement tests are often administered at the Logansport Ivy Tech Campus location for transfer to the students' home campus. Students who show interest in other colleges are provided with information regarding their college of choice. College financial aid paperwork is completed to help with the financial needs of college.

The vocational program at LJCF strives on preparing students for the workforce within their community.

The feedback the facility has received from the students and their family members has proven that the tools and skills they acquire prior to their release have given them the confidence they need in order to be successful in their transition.

For questions about the C-Tech program, feel free to contact the facility. Inquiries can be made to: Richard Richardson, Chris Pfeifferkorn, Mary Beth Stevens, Tracy Williamson or Lindsey Pounds. ■

From the Commissioner

Article continued from page 1

Once the fund was established, it was time to seek donations. In March and April, the Department conducted the first annual "Facility Fundraising Feud." The contributions raised by all IDOC facilities totaled \$11,497, an excellent start to making the ICPOF financially viable. Wabash Valley Correctional Facility and Camp Summit Juvenile Correctional Facility stepped up, generating the greatest contribution to date by a facility and by an individual staff member, respectively. These donations came just in time. On April 8, 2010, an employee from the Westville Correctional Facility lost his home and possessions in a fire. The next day, a check was delivered to the family to help them meet basic needs of food, clothing, and hygiene products until insurance and other assistance became available.

In May 2010, an even more successful fundraising event took place. Spearheaded by James Kimmel, Steve Klosowski and Greg Jones, the first annual ICPOF Golf Open generated more than \$30,000 for the Fund, and was a fun event for players, sponsors and volunteers alike. A similar event in September generated an addition \$2,000 toward the ICPOF Fund. During this year's State Employees Community Campaign (SECC), the Department came together to designate the ICPOF as the primary charity for donations collected during SECC events.

I could not be prouder of the support shown by staff for this great Fund. There is no greater way to show appreciation for our staff, than to be able to give them support and some peace of mind.

As the Fund continues to grow, we will see its benefits continue to grow. During the last meeting of the ICPOF Board of Trustees, three \$2,000 scholarships were approved

for funding. More details about these will be released before the end of the year. I anticipate these will be the first of many scholarships that will be awarded to selected staff or immediate family members to help curb the cost of higher education.

By now you should have also received information on a new Directive I sent out that authorizes staff members who donate to the ICPOF to wear casual

attire at the end of their workweek, and also provides the requisite shirt free of charge for every IDOC employee that donates five dollars or more per pay period to the ICPOF through SECC. This is an opportunity I know many in our custody ranks have been waiting for. Many other fundraising efforts are in the works. I am sure these efforts will not only prove successful, but will help enhance professionalism and promote camaraderie among all IDOC staff. ■

Indianapolis Resident Offenders Get S.M.A.R.T.

By: Gabriella Savelli, Coordinator Prison SMART USA, International Association for Human Values

Resident offenders at the Indianapolis Re-Entry Educational Facility (IREF) are breathing out negativity, breathing in calm, and finding better sleep with Prison SMART (Stress Management and Rehabilitation Training program). Since IREF implemented the program two years ago, more than 100 residents have completed the Prison SMART program, conducted by International Association For Human Values.

IREF has implemented the three phases of the innovative Prison SMART program. The Part 1 Course is an initial week-long course where participants are trained in a daily stress-relief program. Afterwards there is a six week study course with group practice of the techniques learned and homework assignments. Third is the Part 2 Course, or weekend Silence Retreat where residents release deep-rooted stress and fatigue.



In May, ten residents volunteered to participate in the second Part 2 Course consisting of three challenging days of meditation, yoga, vegetarian food & breathing exercises in total silence. Participants reported, "This retreat has been the best weekend I have had in 10 years." "It was an enlightening experience. I feel I have changed deeply."

The Prison SMART program has transformed inmates' lives and prisons globally, from India, to South Africa, Argentina, and the United Arab Emirates. www.prisonsmart.org ■

We the People, Thank You!

By: Jacquie Mize, Casework Manager/PLUS, Wabash Valley Correctional Facility

I had the privilege of being part of the Wabash Valley Correctional Facility mission to present 270 quilts made by the men of PLUS to the residents of the Lafayette Veteran's Home. The experience of presenting the men and women that served our great country was an honor and an experience I will never forget. Each quilt was inscribed with "We the people, thank you." The men of PLUS worked around the clock to ensure that these quilts were ready for delivery by Memorial Day. It was heartwarming to hear their gratitude for this small token of appreciation, when we as Americans owe them so much. We laid a quilt on one gentlemen's bed while he was dozing in his chair and started to look around his room. Above his chair he had encased his war medals, including the Purple Heart and Bronze star. It was a humbling moment. He reminded me of my uncle who bravely served in WWII but never talked about the heroic missions he went on. I only learned about his service record from my mother after my uncle passed away. Our Superintendent, James Basinger, himself a combat veteran, said, "If only we all could take a lesson from these men and women who gave so much, so we can be free; service to one's country, humility and appreciation for a kind gesture." The Purposeful Living Units Serve program will continue to make quilts and provide donations to veterans and others in need of our services.

May 26, 2010 was a special day for the Wabash Valley PLUS program. A memorial quilt was presented to Gene and Dona Griffin in honor of their son, Sgt. Dale Griffin who was killed in Afghanistan on October 27, 2009. Gene and Dona, who also volunteer at WVCF, were touched by the presentation. In an interview with a Terre Haute television station, Gene Griffin said "Just the effort, the time,

the thought that went into the letter and the blanket is overwhelming." Their gratitude was humbling and deeply touching. The Griffins lost a beautiful son and we hope the quilt in some way will comfort this remarkable family.



Gene and Dona Griffin are presented with the memorial quilt made by WVCF PLUS offenders in honor of their son, Sgt. Dale Griffin who was killed in Afghanistan on October 27, 2009.

The Wabash PLUS program recently created a giant memorial quilt, measuring a monumental 30 feet wide by 20 feet high, to honor fallen soldiers in the Iraq and Afghanistan war. It is the brainchild of offender Randy O'Brien, a former Marine and PLUS



Offenders stand in front of a memorial quilt hand-made by PLUS offenders at WVCF to honor fallen soldiers in the Iraq and Afghanistan wars.

participant. O'Brien wanted to honor all the men and women who sacrificed everything for their country. There are over 5,000 squares with each fallen soldiers name written on it. "It's a living memorial I hope," O'Brien said. Jack Hendrix, Assistant Superintendent of Re-entry, stated "It's very touching, just to see it up close takes your breath away." Sadly, the quilt has empty spaces for additional names to be added. A permanent home is being sought with a veteran's organization to display the memorial quilt. ■

WANTED – New IDOC Slogan

By: Latoya Lane, Ph.D., Strategic Planner/Deputy Chief

As we come to a close of 2010, we need to begin looking ahead towards the New Year. The Vision and Mission statements are developed to set the expectations of all IDOC staff and facilities. In conjunction with these statements, a slogan has been as a reminder of our Agency's purpose and goals.

This is your opportunity to have a voice in the future direction of IDOC. We would like to get your input on a new IDOC Slogan that will represent our agency's mission and vision statement. Past examples are: "Measure Up, Follow Up", "Be Part of the Team", and "Improve it and Do it." The winner's slogan will be used throughout the entire Agency and the winner will also receive a token of appreciation. Please submit your suggestions by COB Friday, December 3, 2010.

Please go to the survey monkey link below or email Latoya Lane at llane@idoc.in.gov with your suggestions. ■

<http://www.surveymonkey.com/s/BNR2LLS>

IDOC Collaborates with Federal Government to Address Drug Trafficking in State's Correctional System

By: Neil Potter, Public Information Officer, Pendleton Correctional Facility

Indiana Department of Correction (IDOC) Commissioner Edwin G. Buss reports that the IDOC has obtained equipment that will significantly facilitate the Department's objective to eliminate the introduction of drugs into the State's correctional facilities.

The Transportation Security Administration (TSA) has provided the IDOC at no charge with seven (7) Sentinel II Ionscan Contraband Detection Portals manufactured by Smith Detection having a total value of approximately \$992,000. These machines have the ability to be set to detect both drugs and explosives and will be placed at various correctional facilities around the State.

"When it came to our attention that such equipment might be available, personnel in our Internal Affairs Division initiated contact with representatives at the TSA," stated Commissioner Buss. "Thanks to their cooperation we were able to obtain machines that had previously been used in airports around the country."

Commissioner Buss indicates that the Pendleton Correctional Facility (PCF) was chosen as the site for the first facility in the State to install and make operational a Sentinel II machine. According to PCF Internal Affairs Officer Mike Rains, all visitors and staff are being processed through the machine.

"The machine operates by utilizing puffs of air to dislodge microscopic particles from a person's clothing and



Internal Affairs Officer Mike Rains (right) and Correctional Officer Jonathan Massy demonstrating operation of the Sentinel II Ionscan Machine.

skin," said Mr. Rains. "The particles are then analyzed by the machine to detect the presence of narcotics or explosives."

"We are always open to creative and innovative technology and strategies that will serve to improve our ability to enhance security and to optimize the safety of the public, staff, and the offenders in our care and custody," stated PCF Superintendent Alan Finnan.

"We can't begin to express how much we appreciate TSA for providing us the opportunity to acquire this vital security-related technological capability as we strive to operate the IDOC in a fiscally responsible manner always mindful of the best interests of all Indiana taxpayers," expressed Commissioner Buss. ■

PEN Products Holds Career Path Planning Workshop

By: Becky Deeb,
New Enterprise Development Manager,
PEN Products

The Indianapolis Re-Entry Education Facility (IREF) was the site of the most recent PEN Products Career Path Planning Workshop on Thursday, October 28th. The workshop was attended by 26 offenders, 12 IREF staff members, community members, post-release service providers, as well as PEN Products staff.

Self-evaluations identifying character traits and career strengths were utilized. Offenders and staff worked side by side all day long to determine possible career paths. Time management activities performed in a team setting and interactive problem solving techniques were reviewed through role play exercises.

The Career Path Planning Workshop was conducted by Doug Evans, Operations and Re-Entry Manager for PEN Products and Lisa Williams, Job Placement Specialist for PEN. This workshop was the 15th such training sessions and the goal is to have at least 13 training sessions per year to better prepare PEN Products offender workers for post release employment.

IDOC staff, PEN offender workers and members of the community are invited to attend the Career Path Planning Workshops. Please contact Lisa Williams at lwiliams@idoc.in.gov or call at 317-955-6800 to sign up to be a part of this meaningful training. ■